**SOLID FIGURES**

**LESSON REFLECTIONS**

**KIM NELSON**

1. What was your favorite part of the lesson and why?

The “Mystery Bag” activity at the end of the lesson was a big hit. Providing students with clues forced them to learn the unique characteristics of each solid figure. The word sort was also a great way to get the students thinking and sharing ideas in the beginning of the lesson. It also allowed us to better determine which concepts/vocabulary students were or were not familiar with.

1. How effective was the lesson in meeting the objective? What was most effective?

We all agreed that the lesson meet the objectives. The teachers all felt that providing students with a hands-on experience was very valuable in meeting these objectives. Having the students work together was also very beneficial and allowed the students to explore, build on prior knowledge, and draw conclusions together.

1. What parts of the lesson would you change? Why?

The teachers felt the lesson needed more “everyday” objects to help the students make the connection. One teacher suggested the website studyjams.com for everyday objects. Some said the powerpoint was very long and could be shortened or broken into 2 lessons.

1. Were there any parts that needed more explanation or time? How did you handle these situations.

The students needed more help with the vocabulary because they weren’t familiar with many of the terms used. Some the of teachers also felt students needed more time to explore the objects. If possible a computer lab would be great to allow everyone the opportunity to get on the website game.

1. Did your students find the lesson meaningful and worth completing?

The students were very interested in the lesson and were commenting about shapes they have never seen before. They started to make connections between the shapes and architectural structures they have seen.